DOCUMENT RESUME

ED 090 444 CE 001 678

TITLE Continuing Education Unit: A Collection of Five Journal Articles, 1972.
PUB DATE 72
NOTE 17p.

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Administrator Role; *Adult Education; *Adult Education Programs; Adult Vocational Education; Business Education; Career Education; Credits; Educational Certificates; *Educational Trends; *Noncredit Courses; Post Secondary Education; Professional Continuing Education; *Program Design; Program Development; Program Planning
IDENTIFIERS *Continuing Education Unit

ABSTRACT

Using the Georgia plan as his basis for meeting classification needs, Charles B. Lord categorizes programs into five broad areas in "A Classification System for Continuing Education Programs," Adult Leadership, April 1972, pp. 357-359. Paul J. Grogan's "The Concept of a Continuing Education Unit," Indiana State Board of Health Bulletin, May 1972, pp. 10-16, offers a general treatment of the Continuing Education Unit (CEU). Rodney A. Lane's "If the CEU Fits...," National University Extension Association Spectator, June 1972, pp. 22 and 23, is a parody of the National Task Force recommendations, arguing that it is wrong to systematize the process while ignoring the product. In "EduScope/Focus on Education," Data Management, August 1972, pp. 27 and 28, and Sept. 1972 pp. 13 and 14, Donald J. McPherson introduces the CEU concept and considers administrative procedures. C. F. Tripp's "C.E.U.--A New Trend in Education," The Personnel Administrator, Nov./Dec. 1972, pp. 43-45, provides an in-depth look at CEU, underlining its importance in a changing business climate. (MW)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Betsy H. Angert
Adult Ed. Assn. of U.S.A.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

BEST COPY AVAILABLE

ED 090444

By Charles B. Lord

A Classification System For Continuing Education Programs

There has been a growing need among colleges and universities, as well as other educational institutions, for the development of a system for classifying non-credit continuing education programs in categories which collectively reflect the total scope of the university continuing education effort. While the major emphasis in continuing education has shifted from extension credit classes to non-credit programs, most classification systems now in use are drawn from subject-matter fields commonly used by colleges and universities in their credit activities. Such systems are inappropriate for classifying the increasing volume of non-credit programs being offered by institutions of higher education. These non-credit continuing education programs are usually focused on specific personal or group problems. They are frequently interdisciplinary in approach, and seldom fall within the traditional subject matter categories found in classification systems used for credit programs.

The problem created by the lack of a classification system designed specifically for non-credit continuing education activities has become acute with the increasing effort by agencies and groups to measure the volume and sweep of public programs being offered by institutions of higher education. It has most recently been underscored by the developing interest in the continuing education unit (c.e.u.) and its implications for state, regional, and national reporting and recording of continuing education participation.

The University of Georgia Center for Continuing Education has been very much concerned with the need for an effective classification system. The Center operates a broad program of residential and off-campus continuing education which annually involves more than 80,000 participants. Over 40,000 of these adults participate in the 600+ organized non-credit continuing education programs offered each year by the Center. In addition to dealing with the problems of recording and reporting data on a program of this magnitude, the Center has also been concerned with its ability to summarize and evaluate the overall effort to see if resources are being allocated and successes achieved in keeping with the University's objectives and priorities. This concern for evaluation, coupled with the constant bombardment of the Center staff by agencies seeking data on programs and program participation, led to the decision to develop a system for classifying all non-credit continuing education programs.

Mr. Lord is Associate Director of the University of Georgia Center for Continuing Education in Athens, Georgia. He received the Master of Arts degree from George Peabody College in Nashville, Tennessee. He has served as a member of the staff at the Georgia Center for the past twelve years.

Basic Requirements

To be usable, a program classification system must meet three basic requirements. First, it should be derived from a sound philosophical base —the institution's interpretation of its role in society. More specifically, what is the proper service role of a college or university in the community or state? What should be its continuing education thrusts? Answers to these questions lead to the establishment of goals and objectives from which the program classification system can be drawn. There must be a way to compare what has been done with what the organization set out to do, so that judgments can be made as to the appropriateness of the allocation of resources.

Second, the classification system must be comprehensive in scope. It should include within its limits all of the kinds of programs which the organization plans to offer.

Finally, the classification system should be relatively simple and easy to use. This is the requirement which has rendered unusable so many of the systems previously developed. Few organizations can afford the luxury of employing or extensively training a "program classifier." Classification is generally a function left to a secretary or other clerical personnel, and in many cases is handled by a number of different persons who may or may not work closely in carrying out the classification function. It is, therefore, important

BEST COPY AVAILABLE

that the classification system be one that requires a minimum of training for the classifier and that there be reasonable reliability of results.

University Commitment

The University of Georgia has a historic continuing commitment to public service through continuing education. This commitment was most clearly stated in the proposal which eventually led to the funding and establishment of the Georgia Center for Continuing Education. This proposal, called "Georgia's Plan," sets forth the goals and objectives of the University of Georgia's continuing education program. This statement, taken totally, represents a comprehensive program of community or public service through continuing education. The plan outlines the Georgia program in rather specific terms, but analysis reveals the description of a comprehensive program which has five general program thrusts.

First, the University is committed to providing continuing education programs which come to grips with community-wide problems and issues which affect our ability to thrive and grow as a social system. Through these programs, University resources will be called upon to provide assistance to communities and groups in finding alternative solutions to such problems as duplication of services by overlapping local governments, environmental deterioration, financing public education, international trade barriers, race relations, and the like.

A second major thrust for programs is the area of personal life problems and needs. This includes such areas as personal and family finance, child development, personal health and safety, foods and nutrition, and the quality of family life. Continuing education programs designed to help individuals and families improve their ability to deal with personal life problems are an essential part of a well-rounded university program.

Third, the University has made a commitment to provide programs which will assist adults in improving their job skills and knowledge for occupational improvement. The increasing demand for manpower training and retraining at every level of the economic and educational ladder calls for a major effort by all educational agencies, including colleges and universities, to provide a wide range of occupationally oriented continuing education programs. This includes the development of programs for the professions; for employees and officials in government, business, and industry; and for trades and technologies.

The fourth major thrust deals with the development of intellectual skills. In many instances the need for developing intellectual skills is prerequisite to the solution of other problems of individuals and groups. For example, it might be considered essential to improve one's reading skills before undertaking the mastery of research techniques. An understanding of mathematics might be necessary for developing an occupational competence in computer technology. A comprehensive program of continuing education will offer programs aimed at the development of intellectual skills.

Finally, the University plans to provide continuing education programs in subjects of personal interest which contribute to improving the quality of life for its adult clientele. As individuals are able to fulfill their needs for economic growth and development, their interests turn to a wide variety of hobbies, cultural enrichment activities, the humanities, and studies. University continuing education provides an opportunity for adults to open new avenues of interest and cultural development.

Categorizing Programs

These five areas represent the breadth of the University's commitment to provide continuing education opportunities to Georgia's adults. Their comprehensiveness also makes them particularly useful as the basis for classifying continuing education programs. The classification system thus developed at the University of Georgia Center for Continuing Education categorizes all continuing education programs according to their principal thrust. Each program is assigned to one of the five broad areas described above and further into sub-areas as follows:

1. Programs dealing with problems and issues of society
- **1.01 Health and safety**
- **1.02 Human Relations and Communications**
- **1.03 Education**
- **1.04 Government**
- **1.05 Business**
- **1.06 Law and Law Enforcement**
- **1.07 Community Development**
- **1.08 Aging**
- **1.09 Social Change**
- **1.10 Environment**
- **1.11 Agriculture and Food Production**

2. Programs dealing with subjects of personal interest
- **2.01 Leisure Time Activities**
- **2.02 Cultural Enrichment**
- **2.03 Expanding Knowledge About the World and Its People**
- **2.04 Civic and Economic Understanding**

3. **Programs dealing with skills and/or knowledge for occupational improvement**
   - 3.01 The Professions
   - 3.02 Business and Industry
   - 3.03 Government
   - 3.04 Education
   - 3.05 Law and Law Enforcement
   - 3.06 Clerical
   - 3.07 Trades and Technologies
   - 3.08 Agriculture and Food Production
   - 3.09 Social Services
4. **Programs dealing with subjects related to intellectual skills and development**
   - 4.01 Reading
   - 4.02 Writing
   - 4.03 Language
   - 4.04 Mathematics
   - 4.05 Critical and Creative Thinking
   - 4.06 Listening
5. **Programs dealing with subjects related to personal life problems and demands**
   - 5.01 Finance
   - 5.02 Foods and Nutrition
   - 5.03 Family Living
   - 5.04 Child Development
   - 5.05 Health and Safety
   - 5.06 Personal Assessment
   - 5.07 Consumer Understanding and Skills

The fundamental criterion for assigning a program to a category is the program's central thrust or primary purpose. A contributing consideration is the group to be served by the program. Several examples are offered to demonstrate the use of the system.

The Georgia Center for Continuing Education offers a training program for local government tax assessors. Its central purpose is to improve the competency of tax assessors in the performance of their jobs. This program is classified under the major heading of "skills and/or knowledge for occupational improvement" and under the sub-heading of "government" (3.03). While property assessment may present many problems and issues which could be dealt with in programs classified under the first group, "problems and issues of society," that is not the central thrust of the tax assessor program.

The Center has assisted a number of communities by providing educational programs for leaders in planning effectively for serving the senior citizens of the community. This program falls within the first major category, "problems and issues of society," and would be classified under the sub-heading of "aging" (1.08). Another program in aging offered by the Center is designed to improve the competence of nursing home operators and would be classified as 3.09, "skills and/or knowledge for occupational improvement (social services)."

A program which had as its central purpose to provide instruction to government and community leaders in the problems and issues of local government consolidation would fall within the first major heading and under the sub-heading of "government" (1.04).

The Center also offers programs such as "Art and the Quality of Life," which is classified as 2.02; "Effective Listening," classified as 4.05; and "The Role of the Church in a Changing Society," classified as 1.09.

A major strength in the system is its flexibility in allowing the addition of sub-categories to take care of institutional differences. At the same time, testing of the system indicates that it is sufficiently comprehensive to keep to a minimum the need for changes or additions. During the past year of experimentation, more than 800 programs have been successfully classified under this system, with only minor adjustments being made in the sub-headings.

While there may be other classification systems on the horizon which will better fill the needs of colleges and universities, the staff of the Georgia Center for Continuing Education sees considerable promise in the further development of the system described here. It is hoped that other institutions will add their experience to its further development and that working together we can find a solution to the problem of continuing education program classification.

LET US HEAR ABOUT YOUR INNOVATIVE PROGRAMS

The Washington office frequently receives requests for information regarding special or innovative programs for adults throughout the country. We should welcome accounts of such programs for reply to these requests, as well as for our file of resource materials and information. Please send descriptions to AEA/USA, 810-18th Street, N.W., Washington, D. C. 20006, attention Miriam Brackney.

Kentucky ETV Gives Assist

Kentucky Educational Television has received $127,000 from the Appalachian Regional Commission to design a televised series to prepare adults for the GED high school equivalency exam. Coupled with $441,000 recommended by Kentucky's governor for production costs and KET's matching share, nearly $700,000 may be available for the pioneering effort aimed at 6.5 million Appalachians who never finished high school.

The Concept of a Continuing Education Unit

By PAUL J. GROGAN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prologue

When you cannot measure what you are speaking about, when you cannot express it in numbers, your knowledge is of a meager and unsatisfactory kind; it may be the beginning of knowledge but you have scarcely in your thoughts advanced to the stage of science, whatever the matter may be.

—Lord Kelvin

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Paul J. Grogan
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

A TASK FORCE authorized by an ad hoc National Planning Conference in 1968 on the topic of the continuing education unit recommended "that a uniform system be adopted for measuring and recognizing individual participation in continuing education." The principal findings of the task force are restated below in fundamental and simple terms:

1. Any post-secondary level educational experience that is not applied directly toward a diploma, a degree, a journeyman's skill or a licensable proficiency may be defined as *continuing education.*

2. This simple matter of defining virtually all noncredit learning experiences as *continuing education* may be done at the sponsor's option without regard to format, content, level or audience served by the offering.

3. The accumulation of learning experiences by individuals through such sponsored programs may be measured and recognized in terms of *continuing education units.*

4. The continuing education unit (c.e.u. or "q") derives from *ten hours' participation in an organized learning activity that is offered by a clearly identifiable sponsor of continuing education and is carried out under competent course direction and instruction.*

These several thoughts—each of which is a mere outgrowth of a predecessor idea or concept, serve first to define the entity known as continuing education and then proceed to establish the uniform standard for its measure. The definition that has been given is just as simple as the basic entity known as length being expressed in units of feet that comprise 12 inches. Any other unit of length would be just as logical. Indeed, there are many different units of length all of which are used in parallel with one another; each serving a specific purpose. Note, however, that the continuing education unit is decimally related to the instructional hour, the most common module of educational experience. The adoption of this simple convention should prove to be a great convenience when assigning the appropriate number of continuing education units to representative continuing education learning experiences, regardless of length or format.

The task force also recommended that the design of sequences of noncredit learning experiences that lead to the recognition of individual participation in continuing education be largely a responsibility of the so-called user groups more so than the concern of the immediate sponsors of courses or sequences. User groups include the various professions, the several fields of study within each profession, the large number of technical societies and associations that are organized around a community of interests, licensing boards and commissions, employers, peer groups, civic and community organizations, etc. The logic behind this decision to defer to the respective judgments of user groups in establishing the criteria for recognition is discussed in more detail in the following paragraphs.

Universal Use of "q"

This is an age of increasing dependence upon the concept of lifelong learning and the dedicated pursuit of self-renewal. These educational objectives may be carried out on the job or exclusively within a profession. The greatest rationale for the newly emergent continuing education unit (c.e.u. or "q") is the ease and universality with which it may be applied to existing programs of continuing education. The need for a uniform measure of the knowledge transfer associated with a continuing education learning experience applies equally well to all programs. The measure should be univer-

Mr. Grogan is Professor of Engineering, University Extension, The University of Wisconsin, Madison, and the accompanying address was presented at the CONFERENCE ON THE CONTINUING EDUCATION UNIT, April 10 and 11, in Indianapolis.

sally applicable although the learning opportunities from which they derive may be as varied in their tradition and accomplishment as they are broad in their choice of subjects and variety of formats. This fiat draws no distinction at this time about the equally rich and varied sources of sponsorship and identity of user groups. These matters, too, "come out in the wash" in terms of how the c.e.u. aggregate and the purposes for which they are used.

It may be said further in defense of the c.e.u. that it is easily and immediately capable of being applied at any recognizable level of continuing education. The lower threshold begins with post-secondary education, by virtue of the definition of continuing education given in the opening paragraph. This level of education is broadly applicable to large numbers of people and for equally broad content purposes. At the other limit of the continuing education spectrum, c.e.u. may be applied with corresponding appropriateness and effectiveness to post-doctoral participation in highly specialized and individualized professional learning experiences.

The Determination of "q"

The c.e.u. also applies equally well for all formats of continuing education as long as there is a legitimate sponsor. It follows from this requirement that there will be a knowledgeable and responsible person associated with the organization and conduct of the learning experience. The system of measurement and recognition that follows depends upon the skill and dedication of each person responsible for the conduct of a continuing education program to establish the appropriate number of c.e.u. to be attached to his offering. He alone is most intimately aware of the scope, format, content, participation and other forms of student evaluation and exposure in any informal mode of learning. Regardless of the format, from this background of information, he should be able to decide upon the equivalent number of instructional hours required in a conventional classroom situation to achieve the same general degree of knowledge transfer.

The task of assigning the appropriate number of c.e.u. to a specific offering need be neither as difficult nor as uncertain as it may seem at first encounter. Experienced educators surely have the ability to judge the general amount of educational content associated with a typical recitation period or its multiple in terms of a standard quarter-hour or a semester-hour of credit. The person in responsible charge is merely asked to apply this same judgmental skill when determining the education content of his continuing education program, as measured in c.e.u., regardless of the quality of the independent variables of level and format.

As with levels and format, the c.e.u. is also completely universal with respect to both the range of the instructional content and the qualifications of the user group for whom the experience is intended. Questions concerning the great degree of varability tolerated among c.e.u., as influenced by the several educational parameters of level, scope, content, format and audience, tend to answer themselves once the units are applied for recognition purposes. This derives from the fact that "the utility of the c.e.u. lies wholly in the eyes of the beholder." Thus, the message begins to come through that "users" are more qualified and concerned than "sponsors" to judge whether or not particular c.e.u. are applicable to the needs and aspirations of their particular clientele groups.

The ability of the uniform module of continuing education to serve all levels, contents, formats, and audiences is not particularly unique to the c.e.u. Indeed not, for the familiar concept of credit—whether applied to elementary, secondary, undergraduate or graduate education—has long enjoyed similar universality in these several respects. Thus, there are more parallels and precedents with respect to the adoption and use of c.e.u. than one first imagines.

Sources of Sponsorship

The system of c.e.u. as recommended by the task force permits a further innovation in the interest of learning through noncredit experiences of a great variety. The c.e.u. concept also permits a great degree of latitude with respect to the sponsorship and subsequent award of units of progress toward the user goal. Opportunity is afforded under this philosophy for participation by a vast array of recognizable and acceptable sources of sponsorship of continuing education that are outside of academia. Thus, the prospect exists for c.e.u. to be available through such varied sources as: 1) publicly and privately supported institutions of higher education, 2) proprietary schools of various levels and types, 3) the recently evolving learning or knowledge industry, 4) hired consultants or instructional staffs in programs sponsored by various organizations, 5) professional cadres engaged in educational programming on a free-lance basis, 6) in-service training and on-the-job instruction, 7) in-plant programs as taught by others, 8) self-taught experiences that can be reasonably and properly evaluated by a willing sponsor, 9) the educational committee activities of associations, professions and technical societies and 10) special

clinics, how-to practicums and other forms of learning experiences offered by proprietary interests. It may be reasonably expected that each of these sponsors carries out a program of continuing education in response to his own constitutency, mission or objectives. Wherever there is doubt about the educational merit, opportunities, pertinence, efficacy or propriety of the particular offering, c.e.u. associated with the experience are similarly without merit. It's as simple as that. Not all c.e.u. are applicable to a specific educational goal. Not all observations of length are acceptable when being invoiced for the purchase of silk in yard goods form.

Evaluation Vested With Users

The c.e.u. may appear to be too universally available and applicable to you by now. It could be in danger of losing all of its intended meaning before it can possibly gain wide acceptance and use. However, the next major innovative feature believed to be peculiarly applicable with respect to the c.e.u. is that it is intended to have merit or utility only in such instances that it meets the needs or specification of a particular user group. Thus, each potential user group views the c.e.u. for purpose of determining whether or not it serves the needs of its own clientele. The learning experience may serve either the purpose of advancing the level of general education or in imparting essential new information related to the function of the group.

There is a very large number and variety of groups conspicuous in the country at any given time for whom the c.e.u. has potential use. Each of these user groups has its own membership requirements and continuing education objectives. Thus, the opportunity is ever present for the evaluation of continuing education opportunities by these groups. Such judgments are readily capable of being rendered on the basis of whether or not the particular c.e.u. is pertinent to their immediate need. Very little other judgmental values are involved as contrasted with the detailed procedures for accreditation by peer groups in which institutions, facilities, faculty credentials and curriculum concepts come under purview. In reality, none of these factors (except tradition, reputation and intent) bear upon the matter of what takes place behind the closed door of the classroom once the instructional hour begins.

Development of Curricula

Curricula built in terms of c.e.u., in the sense that there are organized sequences of learning designed to meet specific familiarization and updating purposes, are infinitely varied. Such structured programs of continuing educa[illegible]dily capable of periodic revision the [illegible]serve the changing needs and interests of any user group. Institutional accreditation is not necessary under the separation of interest and function between sponsors and user groups as set forth above. The latter groups are more interested in the *offering* than the *offerer*. Users may be expected to accept or reject the attendant c.e.u. largely on the basis of whether or not the offering fits their need. The sponsor, meanwhile, is free to concentrate upon the relatedness of his offering. He need not be concerned about the structure of an artificial curriculum to which he must either hold or modify to meet a changing circumstance.

Multiple Sponsors

Therefore, a multiplicity of sponsors serving a single user need is permitted under this scheme. The primary objective of a continuing education offering is to meet the educational goals of an individual or of the particular organization with whom he is affiliated and which sits in judgment of his progress. Ready transferability of records from a multiplicity of sponsors and over time and place barriers are other attributes of the c.e.u. system as conceived and instituted to date.

Sponsor Responsibilities

Meanwhile, the additional burdens imposed upon the sponsor of the continuing education experience are minimal as a consequence of adapting to the c.e.u. mode. The qualifications to become a recognized sponsor of continuing education include: 1) Some form of license, charter or authority to offer continuing education programs, 2) a substantial degree of subject matter expertise, and 3) a commitment to establish and maintain a readily accessable individual record concerning the award of c.e.u.

A by-product of this threshold level of effort is that sponsors of continuing education also achieve a common denominator around which the use of facilities, faculties and budgets may be programmed and compared. This may be done not only among various sponsors, but with their formal education counterparts as well.

Experiences to Date

Pilot projects were carried out a year ago by the extension arms of a number of major educational institutions in terms of awarding c.e.u. and establishing individual records as required by item 3), immediately above. The extra burden of this additional service or dimension to continuing education has been generally acceptable to these institutions even when measured against the limited

objectives achieved to date in the absence of user interest in and acceptance of the c.e.u. concept. The module needs to come into common usage before recognition programs can evolve in all their variety and potential. We are at that stage now.

User Acceptance Sought

Thus, greater user awareness is needed at this time to create a demand for the award and recognition of c.e.u. These indications of user acceptance should be encouraged to match more closely the interest and effort of sponsors of all types who offer their continuing education programs to the public with greater or lesser degrees of entrepreneurship.

This latter effort of developing an effective mechanism of demand among potential users of c.e.u. can be brought about more quickly if members of the educational community help such groups set goals and achievement standards that are appropriate for their respective memberships. Resources have not been expended for such purposes comparable to the largely voluntary effort that has been expended by the task force upon a number of potential sponsors of continuing education to make their offerings available in the c.e.u. mode.

Given assurance of the continued existence of the basic and universal module of the c.e.u. as described in the opening paragraph, the time is now at hand for the sponsors of continuing education to encourage the unit's adoption among potential user groups. Each sponsor can do this easily and naturally enough by offering to assist the user groups he serves in establishing such educational parameters as:

1. Appropriate content, level and formats of instruction for the particular group.
2. Evaluation measures applicable to individual performance, whether in terms of improved skill or proficiency in the field or in terms of evidence of changed behavior.
3. Meaningful rates of accumulation and total number of c.e.u. to be acquired over a stated period of time by each user group for purposes of recognition being conferred upon various of its members. However, recognition should stem from users.

It is apparent that these several standards will vary to either side of given norms according to the needs of the user group. Organ transplantation techniques for surgeons differ from the educational requirements for park and recreational program directors. However, both user groups measure the educational content of their respective learning experiences in c.e.u. regardless of whether they receive their continuing education from the same or from differing sources of sponsorship.

Educational institutions, as sponsors of continuing education, have a traditional role to fill in assisting with the establishment of the educational parameters for user group programs. This is particularly true of recognition programs that base significant aspects of the individual qualification for recognition solely in terms of the accumulation of c.e.u. That is to say, an individual record built almost entirely upon the basis of c.e.u. nevertheless must have some respectability and status within the eyes of academia quite apart from the fact that neither "credit" nor "degrees" are involved. If the support and acceptance of educational institutions cannot be obtained for this concept of individual recognition by user groups in terms of c.e.u., then a large number of us are following careers that are essentially without the reward of knowing that we, too, have served the educational needs of society. And worse than that, we appear to be deceiving the very clientele groups we claim to serve with our efforts and through whom we earn our means of livelihood.

However, the sponsor of continuing education would not expect to make every determination concerning the career development needs of the great many user groups they serve on a year-to-year basis. The level of demand and the changing pattern of need are so very great that no institution or its personnel can rightfully expect to stay abreast of all such requirements. Neither the institution nor its faculty can expect to be the purveyor of all of the requisite learning experiences and self-development requirements imposed upon the individual for advancement within his chosen field of endeavor.

Alternatives Unsatisfactory

The alternatives to the c.e.u. are either to continue to do little or nothing at all for clientele groups in most instances or to create highly individualized and localized programs of recognition. The first alternative suggested above begs the question. The second almost certainly leads to programs that are not transferable, accumulative, or capable of ready comparison with similar programs in the same or closely related fields. More than 40 of the latter distinct type of institutionalized programs have been identified nationally by the task force. The systems of measurement and recognition applied to continuing education by these programs are based upon such diverse elements as "points," "institutional endorsements," "professional credit," "certificate programs," "cer-

(See Page 16)

Concept of Continuing Education

(From Page 13)

tificate credit," etc. Each of these exists as a separate star in the firmament, but still lack the means, as it were, to journey from one star to another.

The further proliferation of these sundry concepts at this time merely to include the new terminology of "continuing education units" is no answer to the several administrative problems such as: 1) sole source limitation, 2) transferability, 3) variability of experiences required, 4) need for periodic updating, 5) potential multiplicity of sponsors to include those outside of academia, 6) the basing of recognition on self-development factors other than continuing education, and 7) the recognition of all levels of post-secondary education, wherever appropriate. An answer to the vexing but not insurmountable problems does present itself, however, through the concept of a continuing education unit. All that is needed is that it be maintained sufficiently broad in its interpretation and used to fit all of these variable circumstances.

It is particularly significant and important that each user group sits in judgment as to the usefulness of the c.e.u. in every instance of its application for future recognition purposes. It is in this way that all of the special purpose programs and definitions in continuing education alluded to previously can be served by this single, simple, modular concept of c.e.u. In short, this is the greatest potential of the highly universal c.e.u.

The sponsor concerns himself mainly with the content and the manner of presentation of the learning experience. The user groups, on the other hand, concern themselves with the manner in which particular offerings serve the continuing education needs of their respective constituencies. Naturally, all offerings do not serve all groups. It is just that simple and straightforward.

It is time now to get on with applications of the c.e.u. that are built upon user aspirations and lead to meaningful programs of recognition. Such programs can be equally acceptable to sponsors, users and society in general. The c.e.u. is the new ether that binds the universe of education outside of the formally constituted programs leading to diplomas, proficiency licenses and degrees. All man is now free to travel wherever he will throughout the domain of continuing education by virtue of the universal existence and utility of the continuing education unit as advocated herein. Let us hope it becomes the reality that serves the whole-life education needs of all segments of adult, contemporary society.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

National University Extension Association Bulletin, June 1972, pp. 22-23.

If The CEU Fits . . .

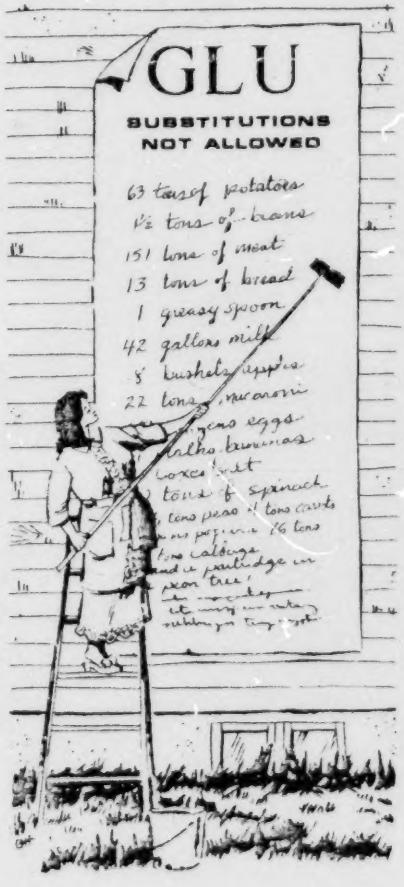
Rodney A. Lane
Dean, Division of Continuing Education
Florida Atlantic University

Once there was the wife of a career army officer who saved all of her grocery shopping lists. At first it was just a fad, but the fad gradually developed into highly systemized, compulsive activity involving a complex filing system and a set of ledgers.

Friends soon learned not to kid the woman about her continuing and cumulative grocery shopping list. They listened with feigned interest when she told of the exact tonnage of potatoes, beans and meat the family had consumed during the past fifteen years. After her husband was promoted to the general staff, her acquaintances had to suffer through more detailed information. She would expound at length about items such as the exact type of potatoes purchased, the quality of the potatoes and where the potatoes were purchased.

Frequently this woman added supplemental data to the shopping list after the groceries had been purchased and the meals had been prepared. This meant her neighbors had to listen to a recital of the individual performance of each member of her family on each item of the grocery list. Sometimes the name and background of the maid preparing the meal were noted, and even an indication as to the type of meal, i.e., greasy spoon to gourmet and the level of formality ranging from picnic to black tie and tux.

To the people who came in contact with the woman, this compulsive activity was boring, frustrating and annoying, but essentially harmless until the woman's husband was made the commanding general of an isolated army base. Soon the general's wife had gathered a group of friends with much free time and little talent who became fascinated with the grocery list idea. They imagined many wonderful implications built around such a system for their empty lives. They believed the system would promote research, facilitate data collection, provide a basis for standard basic menus in various areas, serve as a source of endless conversation and club reports, etc.



It was cumbersome and not very mod for the group to say they were devoting their time to a discussion of grocery lists even if the lists were cumulative, so the group decided to give their grocery list project a name. This caused much furor since all kinds of grocery lists were being saved by the group. Some made and saved lists for every trip to the PX; others saved only their regular weekly list and still others saved everything including bar lists. After two years of discussion, debate and study, a name and a uniform definition were agreed upon.

One GROCERY LIST UNIT (GLU) is a weekly (7 day) grocery shopping list that has been

CE 001 678 (partial)

prepared and used by a responsible shopper in a comprehensive grocery store or supermarket which provides machine tape evidence of purchase.

The GLU was born.

Now the general's wife and her friends were ready to move. They had a unit that might be used for the measurement, recording, reporting, accumulation, transfer and recognition of participation by adults in shopping activities which seldom in the past had been recorded in a systematic way or with any sense of permanence, significance or transferability.

The group decided to present the GLU to the Commanding General for inclusion as a standard operating procedure in all food stores under his command. To summarize the value of the GLU, they constructed the following list of specific objectives which the GLU would fulfill.

1. *To systematize the recording and reporting system for participation in grocery shopping.*
2. *To provide a uniform system for accumulating quantitative data on participation in grocery shopping.*
3. *To permit the accumulation, updating and transfer of the grocery shopping record of participants.*
4. *To encourage long-range grocery shopping goals and lifelong eating as a process of growth and development.*
5. *To make the pursuit of groceries more attractive as a way of personal and nutritional development.*
6. *To permit and encourage the typical shopper to marshall and utilize a host of grocery shopping lists to serve his particular needs.*

The group also drew up a set of administrative criteria and standards governing the awarding of a GLU and attached these administrative requirements to the objectives and the committee report they presented to the general.

A wave of trepidation swept through the group as they watched the commanding general read the report. This changed to annoyance as the general started chuckling to himself and finally changed to mortification as the general leaned back and laughed until tears came to his eyes. Finally he gained control of himself, and said:

"I sincerely apologize for my reaction to your well-intentioned petition, but it has been a difficult day and this tremendous traffic in the trivial provided a welcome release from the pressure.

"Let me tell you very candidly why I cannot and will not approve your GLU. Your preposterous objectives originate in a fundamental misunderstanding of the function of a shopping list. A shopping list is not an end in and of itself. It is an immediate and practical tool. It serves a purpose now. If you prepare meaningless shopping lists, they will not help you with your shopping; in fact they might slow down or impede shopping. You are asking me to reward or certify the fact that you have prepared and used a shopping list. Frankly, I couldn't care less; nor, I imagine, do the members of your household care if you use a shopping list. They are concerned with the results. Did you deliver adequate, appetizing meals? Nothing in this proposal addresses itself to the reason for shopping lists. Examine your objectives. If you prepare bad meals, will it help me enjoy the bad meal any more if you show me your shopping list? If you buy the best food and then do not use it, how is anyone helped? A grocery store advertises its wares and most of you select the items that you think will meet your needs. If you are wrong in your selection process or in the manner in which you use the foods selected, will it help to have a GLU as evidence of trying? The proof is in the pudding, not in the trying.

"Let me use one of the enrichment classes we hold on the base as an example. We offer a course in still life painting. Anyone on the base may sign up for this course. At the end of ten weeks, most of the members of the class have painted several still life pictures. We do not give a certificate for this. The reward is in the personal development and satisfaction of the individual. What would a certificate mean? For instance, my operations officer has taken the course fifteen times and still cannot paint a credible still life. On the other hand, my orderly took the course once three years ago and his still life paintings are in great demand. Would my operations officer be a better artist if he had fifteen certificates? No! However, he enjoys the class and believes he is making progress; therefore, the class is meeting his need. If I want to know how artistic a man is, I ask to see his products, not a listing of the short courses he has attended.

"I hope you can understand my point of view. To systematize the process and ignore the product, to standardize the letter and forget the spirit, to accumulate and update the symbol and lose that which is being symbolized, is wrong. It is anti-intellect. The emphasis is shifted from internal growth and development to external status marks, and we have far too much of that already. The GLU can not be approved." ●

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Data Management
August, 1972

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Helen M. Milecki
Ed., Data Proc Mgmt Assn
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

EduScope/ Focus on Education

Why don't people engage in more continuing education in the ever present danger of becoming obsolete on the job? Among the reasons for a lack of incentive is the lack of recognition of the time and effort expended or satisfactory results attained. Most people need rather immediate, tangible recognition, usually from their employers, or they just won't make the effort.

There is no universally recognized measure of "accomplishment" which can be applied across the board to continuing education no matter what form it may take—whether it be an adult education program at the local high school, a night course at the nearby community college or a week long seminar program conducted by many professional societies, firms in the business of education, et. al.. Lacking an acceptable standard, continuing education tends to lose its identity. In the minds of most of us, continuing education, unless it leads to a certificate or degree, is no more than a group of unrelated experiences with a very short "shelf life", having virtually no utilitarian value, or almost none, on the job or as a part of our personal record. Since most people are fairly pragmatic, there isn't much incentive under these circumstances to sacrifice personal time or to reshuffle an already complicated work schedule to aquire further education.

Perhaps, an answer to this problem can be found in a relatively new program designed to make formal recognition of continuing education possible. The following material is excerpted from a pamphlet published by the National Task Force on a unit of measurement for noncredit continuing education programs, titled The Continuing Education Unit.

V V V

THE impetus for a uniform unit to measure continuing education has developed as a result of the geometric increase in knowledge and the resulting decrease in the half-life in the utility of learntion has developed as a result of the geometric increase in knowledge and the resulting decrease in the half-life in the utility of learning—now estimated to be from five to eight years – which individuals acquire during their years of formal education. The resulting demand for refresher and retreading activities is reflected in the constant increase in participation in continuing education and also in the number of institutions and organizations offering programs of this kind.

Several organizations and institutions have initiated or are studying a system of measurement and awards each having little or no relationship to any other system in being. A uniform nationally accepted unit holds promise of reducing the confusion and frogmentation in arriving at a suitable means of recognizing and rewarding individual effort in the pursuit of continuing education.

This report, the result of deliberations of a National Task Force over a period of two years, has been issued as an interim statement of the group's findings and recommendations.

(A national planning conference was called in Washington, D.C., July 1-2, 1968, under the joint sponsorship of the National University Extension Association, The American Association of Collegiate Registrars and Admissions Officers, the U.S. Civil Service Commission, and the U.S. Office of Education. The purpose of this conference was to determine the level of interest the number of participating associations had in the possibilities of a uniform unit to measure noncredit continuing education. The thirty-four national organizations represented at the conference were known previously to have expressed an interest in one aspect or another of identifying, measuring and recognizing individual effort in continuing education.

The interest and sense of urgency for a concerted national movement expressed at this meeting resulted in the creation of a National Task Force to determine the feasibility of a uniform unit of measurement and to develop a proposal for field testing and gaining general acceptance of this concept.)

The continuing education unit is defined as follows: Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Continuing education, for the purpose of this recommendation, includes all institutional and organ-

CE 001 678 (partial)

p 27

The geometric increase in knowledge and the resulting decrease in the half-life in the utility of learning (now estimated to be from five to eight years) which individuals acquire during their years of formal education have combined to develop the impetus for a uniform unit to measure continuing education.

izational learning experiences in organized formats that impart noncredit education to post-secondary level learners. These properties of continuing education may be applied equally under the proposed system regardless of the teaching-learning format, program duration, source of sponsorship, subject matter, level, audience, or purpose.

Purpose and Objectives

The continuing education unit (c.e. unit) may be used for the measurement, recording, reporting, accumulation, transfer and recognition of participation by adults in programs which seldom in the past have been recorded in any formal or systematic way. The unit can be applied with equal facility to professional continuing education, vocational retraining, and adult liberal education as well as all other programs in adult and continuing education.

The individual adult student must be able to accumulate, update, and transfer his record on continuing education throughout life as he faces a succession of hurdles with respect to maintaining or increasing proficiency in his career or in making progress toward his personal educational goals. In the absence of such a universally recognized unit, the concept of education as a continuous process is often lost. The lack of any cumulative record results in most continuing education programs being built upon narrowly defined educational objectives and the establishment of only short-term goals.

The purpose of the c.e. unit is to provide a mechanism by which virtually all continuing education activities can be recorded. It is not expected, on the other hand, that all of the participation in terms of c.e. units will have utility or transferability in terms of individual programs of career development. There would appear to be definite institutional and other sponsor advantages, however in quantifying and recording the total amount of continuing education activity for which such organizations are responsible for purposes of input-output or cost-benefit analyses regardless of whether or not the c.e. units of all such activities have commercial or professional implications.

Attributes of the C. E. Unit

The c.e. unit has been designed to facilitate communication about continuing education from one person to another, from one institution to another, from employee to employer, from one area of the country to another and from one time period to another. Some specific objectives which the c.e. unit will fulfill are:

- To systematize the recording and reporting system for continuing education by establishing a uniform, nationally accepted unit of measurement of participation in noncredit continuing education.
- To provide a uniform system for accumulating statistical data at local, state and national levels on the total amount of participation in continuing education activities.
- To permit the accumulating, updating, and transfer of the continuing education record of an individual.
- To encourage long-range educational goals and continuing education as a process of lifelong learning for individuals, for professional groups, and by institutions.
- To make the pursuit of knowledge more attractive as a way of personal and professional development and provide a framework within which an individual can develop at his desired pace.
- To permit and encourage the adult student to marshall and utilize a host of continuing education resources to serve his particular needs.

In general, the c.e. unit is intended to serve all interests in continuing education, whether public or private, and whether individual, instructional, institutional, organizational, governmental, or societal. The unit is also applicable to the appropriate learning experiences of adults at all levels from post secondary to post doctoral; for all classes of adult learners, whether vocational, technical, professional, managerial or adults bent on personal improvement; and all formats of teaching and learning known to the field of education.

The c.e. unit is expected not only to provide a record for the individual participant in continuing education programs, but to provide a measure which can be used by the institution or other class of sponsor as well as to record the amount of its continuing education activity. Thereby, the unit provides information for budget and program planning for future activities. In addition to institutional records, the further accumulation through state or national statistical surveys will provide data which has not been available heretofore due to the very lack of a nationally accepted unit such as this proposal envisages. *(More details will be given in the September issue.)*

Send your comments and suggestions and, if you wish, your contribution for future use in this column to Donald J. MacPherson, CDP, Education Director, DPMA, 505 Busse Highway, Park Ridge, Illinois 60068.

EduScope/ Focus on Education

Last month in this column (August Data Management) we introduced the Continuing Education Unit. We suggested that most people need immediate, tangible recognition, usually from their employers, or they just won't make the effort to seek education beyond the minimum amount necessary to qualify for their current position.

This notion is not intended as any sort of "indictment". The intelligent allocation of one's recources is one of the important measures of any successful person. Time and energy are resources which must be carefully allocated by us all and much of both must necessarily be expended in the acquisition of further education. Too often there just isn't sufficient incentive. Perhaps now through the "CEU" concept the missing incentive can be realized.

Last month EduScope was devoted to the presentation of the continuing education unit. This month we consider the administration of such a program

V V V

The system of recording units of continuing education participants may be related to the current system of permanent records in use at the institution. At the discretion of the institution, the c.e. unit may be either integrated directly into the present system or a separate and parallel system can be maintained.

Suggested Applications

The following suggestions for the possible applications of the continuing education unit are offered as guidance and to serve as illustrations. These practical examples are considered as setting limitations to the situations in which the c.e. unit can be applied. Some possible applications of the unit are:

1. Continuing education intensive courses in technical and professional areas (i.e., for engineers, lawyers, doctors, teachers, etc.)
2. In-service training programs to improve competence in new techniques or technical areas.
3. Courses or classes which may be used in partial fulfillment of certificate or licensing requirements.
4. Programs, sponsored by technical or industrial societies through universities, which are designed to upgrade the performance of members in occupational or technical areas.
5. Liberal education programs for the general public.
6. Paraprofessional or subprofessional training programs.
7. Vocational training programs, either in-service or in preparation for job-entry positions.

Limitations

The following examples suggest the types of programs which ordinarily would not be awarded continuing education units:

1. Any program carrying academic credit, either secondary or collegiate.
2. Programs leading to high school equivalency certificates or diplomas.
3. Organizational orientation training programs.
4. Short duration programs only casually related to any specific upgrading purpose or goal.

Practical Guidelines

When should c.e. units be offered for adult or continuing education programs? The answers to the following questions will serve as a basis for this determination.

1. Does the program meet the requirements of being an "organized continuing education experience?"
2. Does the program have qualified instruction and direction to assure that the educational objectives will be fulfilled?
3. Will a record of the units awarded be of value to the participants?

The term "organized" in the definition refers to the content of the program rather than merely to the mechanics of the meeting. Thus, a series of disconnected presentations such as a topical conference or a casual lecture series requiring only attendance by the participants may not meet the criteria of being an organized educational experience.

On the other hand, programs which are part of a curriculum for paraprofessional or subprofessional positions, or to meet certification, licensing, or other occupational requirements should be on the permanent records of the individual participant.

Units To Be Awarded

Determination of the number of units to be awarded for a particular continuing education experience is the responsibility of the director of extension or continuing education, or the director of training, based on the recommendation of the program director immediately responsible for the activity.

The number of c.e. units awarded will be determined by considering the number of contact hours in a formal learning situation and evaluating any other experiences connected with the program. The decimal system will allow the record to reflect the number of c.e. units to be awarded, based on the contact hours, e.g., 1.5 units, 2.4 units, 3.0 units, etc. The c.e. unit has the advantage of being computed directly and simply for all formats and

► *How is this program doing? Some indication of this may be found in remarks made by Dr. William L. Turner, Chairman for the National Task Force, at the Conference Resource Management in Higher Education, July 11, 1972, at College Station, Texas. "In the period 1968-1970, the Task Force developed preliminary definitions, recommendations and procedures. . .The Task Force recognized at an early date that a field test of the unit would be necessary and so an invitation was issued to the Division of Conferences and Institutes of NUEA (i.e. National University Extension Association) to assist with this field trial. Some 15 institutions responded and a pilot project was carried out during the 1970-71 school year . . . The report of this project indicated that the CEU was indeed a practical unit to measure non-credit continuing education activities. . .Dr. Turner goes on to site numerous instances of attention given the CEU by government, industries, and educational community.*

Perhaps the future of the unit is implicit in the fact that CEU has been adopted by the Southern Association of Colleges and Schools, the regional accrediting agency for major institutions of higher learning in the eleven state Southern region, has adopted the unit as a reporting instrument for continuing education. Dr. Turner stated in his concluding summary of his report that "the CEU, when fully implemented as the uniform unit of measurement for all non-credit continuing education in the United States, will probably have as profound an impact upon employee motivation to improve occupational and professional skills as the regular academic credit system has had upon young people's motivations for economic security and upward social mobility through regular academic degree programs."

durations of continuing education programming wherever contact hours or their equivalent can be determined. Reasonable allowances may be made for unstructured activities such as required reading and reports, laboratory assignments, field trips, and independent study.

A normal one-week short course usually approximates 30 contact hours of participation and would normally be awarded 3.0 c.e. units. A two-day program seldom involves more than 10 to 12 contact hours and thus would be awarded no more than 1.0 to 1.2 c.e. units whenever the program warrants consideration for recording on the participant's permanent record. A ten-session evening class, meeting for two hours per session, would involve twenty hours of instruction and equate to 2.0 units.

Rationale For The Unit

Several possible variations of the c.e. unit were considered before recommending the concept of this unit of measurement. The ten-hour unit relates reasonably well to several formats and durations of continuing education presently in common usage. All others can be translated into such units with a minimum of confusion. The ten-hour unit also permits the use of the decimal system for partial units if needed.

In suggesting the use of the c.e. unit, there is no attempt being made to change or standardize the methods or format of continuing education activities. Variety is one of its major strengths.

This unit represents a sufficiently small amount of participation in continuing education so that it will be possible for an individual to accumulate a substantial number over limited periods of time. The comparatively rapid pace of accumulation of units should provide essential individual incentives and motivation for purposes of fulfilling one's continuing education obligation throughout a career that spans several decades.

Pilot Projects

Several pilot projects will be initiated to test the tentative recommendations included in this report. The pilot projects will be selected on the basis of diverse programs and interest in using the continuing education unit. Consideration will be given to universities, proprietary educational institutions, business concerns providing substantial programs in continuing education, governmental agencies involved in upgrading and development of individuals, professional societies, and other organizations providing substantial amounts of noncredit continuing education that qualifies within the criteria and standards given previously in this report.

Each of the selected institutions or organizations will be expected to provide detailed background information for the programs included in the study, to develop and maintain a central system for recording and reporting continuing education units for individual participants, and to provide an evaluation and appraisal to the Task Force to assist in refining the proposed criteria, standards and operational procedures.

Evaluation Of Responses

The Task Force has issued this preliminary report for the purpose of analysis and reaction from adult educators. All such responses, whether from pilot projects or from individuals, will be welcome and will be of particular assistance in providing an appraisal of the reaction of adult educators to the proposed uniform unit.

After incorporating changes which are dictated by evaluating the various responses received from the field, the Task Force will prepare a final report which will be presented to the National Planning Committee. ■

Send your comments and suggestions and, if you wish, your contribution for future use in this column to Donald J. MacPherson, CDP, Education Director, DPMA, 505 Busse Highway, Park Ridge, Illinois 60068.

The Personnel Administrator
Nov | Dec. 1972
Vol. 17 / No 6

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Catherine D. Brower, Ed., Am Soc For Pers Ad
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

By C. F. Tripp

C.E.U.—a new trend in education

An indepth look at C.E.U. underlines its importance in a changing business climate

IS NATIONAL recognition of a Continuing Education Unit (C.E.U.) the beginning of a new trend in education? C.E.U. fills a special need for business, professions and for the many people who want to be recognized for having made an effort to achieve personal goals in education.

The Continuing Education Unit has been defined as: "ten contact hours of participation in an organized continuing education (adult or extension) experience under responsible sponsorship, capable direction, and qualified instruction". A National Advisory Board for Continuing Education has been founded to encourage and assist all institutions and organizations offering non-credit education courses under the C.E.U. plan. Also, the Advisory Board will be encouraging professional societies, employers, personnel managers, licensing boards and certificating agencies to establish standards and incentives for personal and professional development in terms of continuing education units.

To what extent the potential of the C.E.U. theory will be realized cannot yet be determined. However, the need for a uniform unit to express non-traditional educational activities has come from several different sources including business and industry.

The role of education in business has been and will continue to be one of growing importance. The major corporation especially, with its complexity of missions and people, presents an educational challenge of unusual magnitude to both the company and to those who deal with the need, either as individuals within the enterprise or as part of the academic world.

Business has an increasing need for specialists in many fields, but it also needs people who are flexible. Specialists in a given area at one point in time must be allowed to move into other areas as the times change. This movement must be facilitated in order to avoid individual obsolescence and stagnant manpower.

The nature of the business educational requirement has changed and is still changing. The traditional business school curriculum cannot, even with its specialized majors, satisfy the needs that are developing.

CE 001 678 (part 2)

There are several ways of updating business knowledge. Many companies have relied solely on the individual's initiative to acquire his needs through home study courses or night school. Both are apt to provide a more in-depth learning experience than the in-house or occasional seminars, but they fill only generalized needs, are far more time consuming and are resorted to by a relative few.

In an effort to accomplish more, some companies send their high-potential people to extended outside courses at established schools such as the Harvard Advanced Management Series, or Columbia's six week program in Business Administration. Surely more learning takes place at this type of session and there are many excellent programs. But again, there are still the time pressures associated with the short courses.

For what they believe is maximum benefit, a few schools around the country offer MIT's Sloan program in a full school year and special forms of degree granting programs for executives. They vary in format from ASPA's Florida Atlantic University program, requiring only fifteen weeks away from the job, to those built around night courses but concentrating in such a way that a full program can be completed in a prescribed or varying period of years.

In between, there are excellent graduate-level programs like the one started at the University of Chicago a few years ago. In this case, the businessman-student attends class for one or two days during the week, the school allows some credit for work experience, and at the end of the established time, awards a Masters level degree. However, the number of men and women that can be educated in this way is relatively small, the programs tend to be increasing in cost, they're still quite broad in nature, they require an extraordinary commitment on the company's part, and demand an inordinate time and effort expenditure by the man or woman who is attending and at the same time working a full time job. These elements don't always fit the individual case.

The business education giants like IBM, General Motors, Union Carbide, General Electric Company, and others have built uniformly excellent in-house programs for their employees. They utilize a mixed faculty consisting of professors, in-house executives, and other businessmen and consultants with specialized knowledge. Of course, the better school-offered executive programs take the same approach, but the in-company presentations have the distinct advantage of being able to zero-in more closely on their own company's specific needs. To the company and the employee, the learning experience that such sessions provide could be more valuable than the amount of traditional course work that could be accomplished in the same period.

"It is not irrational to think that both business and institutions could join hands in terms of career learning"

All of the programs just mentioned are efforts which businesses have made in an attempt to further educate their employees and add to their growth potential. However, an even broader spectrum is possible in the use of the C.E.U. The need for record keeping over extended periods and the possibility of high quality education integrated with work experience both show up as we evaluate this program. It also points to a relatively new awareness that non-traditional course forms are, under certain circumstances, more valuable to business than the traditional forms.

For instance, in Union Carbide's New York Office one seminar series was conducted last year which had an especially significant learning potential. The same group convened one afternoon a week for 11 weeks to study pricing strategies and methods. Two business school professors alternated weekly, each leading an average of three cases per session. Toward the end of the allotted time, class members were asked to prepare comprehensive cases from their own experience. These cases were critically reviewed by one or both of the professors, improved or refined by the businessman-student, and then discussed in class.

This combination of text reading, case study, and discussion followed by a supervised application to real product pricing problems would compare favorably to any college or university course. In fact, there probably isn't a course now in existence which covers the same subject matter in equivalent depth. There were, in C.E.U. terms, more than 40 contact hours available to each student. It would have been quite proper to make some permanent record of their achievement. What was learned was applicable to a product manager's job in any division within the corporation. The extra learning incentive provided in this case by having some unit of widely recognized credit given would have been practical. Such an example suggests that a trend toward closer and closer company-university relationships exists. Where the regular credit system is not a viable measuring device, the C.E.U. could be a valuable

tool, and there are many, many existing spontaneous, special need courses which fit this description.

It is not irrational to think that both business and institutions could perhaps join hands in terms of career learning plans to augment existing programs and provide special requirements to fill a company's own needs more precisely. The C.E.U. could become a common denominator for tying the various learning experiences together in a purposeful way. Assuming this, learning plans can be made and followed so that more men and women can undergo better preparation for more specialized, rewarding careers, and companies, guided by this additional information on their employee, can make better placement and promotion decisions.

It seems logical that those most familiar with the criteria of higher education will set the example for how non-traditional programming can be made just as respectable as the traditional. The schools and universities must be joined by the business community, government, professional societies, and the various industrial associations. It will take both good design and good utilization to produce the desired results.

Advantages of such a jointure point to more career value in course work whether sponsored by a school or other interested party, in-depth learning without fear of losing "credit", and more specific course choosing based on needs. And it often adds utility to existing educational plants which may not be used to capacity.

Someday it may be possible to award "degrees" as levels of accomplishment are attained. Optimistically there may well come a time when two different means of measurement may not even be necessary. It is possible that continuing education and traditional education can be integrated into our overall educational structure. Instead of thinking of college attendance as the continuing goal, it could be considered a practical business necessity. Theoretical exercises in advanced degree work could be replaced with more practical matters more in concert with what the learner is trying to achieve in the outside world. This ultimate molding of the theoretical and the workaday is the basis of maximum benefit to all. It avoids the "irrelevance" cry we hear so often today in analyzing educational systems.

Business can help itself as well as the individuals it employs by building educational achievement into job descriptions, compensation programs, and manpower plans. Company objectives and personal education goals can be brought into harmony and perceived by both parties as mutually beneficial at every stage.

There is a constant search for new survival tools to help the individual in our rapidly changing environment. Change is certain. No doubt more is coming. It deals out problems on one hand and opportunities on the other. Education for change helps us to cope better with new problems, face up to new opportunities. In every sense of the word, it must be a continuing form of education. **end**

Carl F. Tripp is manager, Marketing Personnel Development, Chemicals and Plastics Group, Union Carbide. He holds a B.S. in chemical engineering from Montana State University (1952) and an M.S. in Business from Columbia University Graduate School of Business (1972). He joined Union Carbide in 1952 and has held various positions in the technical, sales and marketing functions, including regional manager, market manager, and market area sales manager prior to taking his present assignment. Tripp is a member of the National Advisory Committee for continuing education and the New York City Board of Education's Career Education Advisory Committee.